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ABSTRACT

The majority of the publications listed in this bibliography regarding selected resources on gender equity in mathematics cover the years 1980-1990, but some earlier listings are also included. The resources are categorized into the following sections: journal articles; ERIC documents and papers presented; books; chapters in books; reports, monographs, and bibliographies; historical perspectives; resources, videotapes, kits, and brochures; and newsletters and organizations. Contains about 600 references. (MKR)

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SELECTED BIBLIOGRAPHY

RESOURCES FOR GENDER EQUITY IN MATHEMATICS AND TECHNOLOGY

1991

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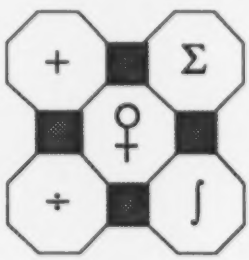

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WOMEN AND MATHEMATICS EDUCATION
THE ASSOCIATION FOR THE PROMOTION OF THE MATHEMATICS EDUCATION OF GIRLS AND WOMEN

An affiliate of the National Council of Teachers of Mathematics (NCTM)

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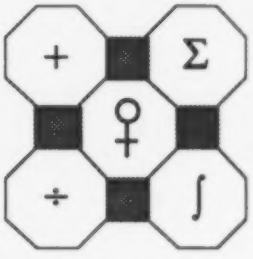

WOMEN AND MATHEMATICS EDUCATION
THE ASSOCIATION FOR THE PROMOTION OF THE MATHEMATICS EDUCATION OF GIRLS AND WOMEN

An affiliate of the National Council of Teachers of Mathematics (NCTM)

Women and Mathematics Education (WME)

The Association for the Promotion
of the Mathematics Education of Girls and Women

An Affiliate of the National Council of Teachers of Mathematics (NCTM)

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Women and Mathematics Education

WME's general purpose is to promote the mathematics education of girls and women.

Specifically its aims are to:

1. Promote leadership among women in the broad mathematics education community.

2. Serve as a clearinghouse for ideas and resources in the area of women and mathematics.

3. Effect change within the National Council of Teachers of Mathematics (NCTM) and the mathematics education community in general with regard to issues of women and mathematics.

4. Encourage research in the area of women and mathematics, especially research which identifies factors that contribute to the study of mathematics by women.

5. Emphasize the need for programs for students and teachers at all grade levels that help promote the study of mathematics by females.

6. Facilitate communications networks for specific interest groups, such as elementary teachers, secondary teachers, teacher educators, and doctoral students.

7. Encourage and organize programs and meetings focusing on women and mathematics at annual and regional NCTM meetings.

8. Publish a newsletter to serve as general communications link among all educators concerned with the issues of women in mathematics.

9. Encourage and aid NCTM in developing programs, activities, and/or materials for students, teachers, and teacher educators which promote awareness of the need for females to continue to study mathematics.

10. Monitor NCTM publications and programs for sexist assumptions, behavior and language.

11. Work cooperatively with other organizations to further our common goals.

PREFACE

One of the main benefits of membership in Women and Mathematics Education is access to an updated resource list on gender equity in mathematics and technolgy. This Selected Bibliography of Resources is a continuation of efforts begun many years ago by Judith Jacobs and other early members of WME. It is provided to all members of WME thanks to CHEVRON, who has graciously printed 2000 copies for distribution. Our appreciation is extended to Nancy Angle for making these arrangements with CHEVRON.

In an attempt to make this resource as useful as possible, the entries are organized by the categories listed below.

CATEGORY	PAGE NUMBERS
Journal Articles	1 - 25
Eric Documents and Papers Presented	26 - 41
Books	42 - 48
Chapters in Books	49 - 53
Reports, Monographs, and Bibliographies	54 - 57
Historical Perspectives	58 - 60
Resources, Videotapes, Kits, and Brochures	61 - 63
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Although a majority of the publications listed cover the years 1980-1990, some earlier listings are also included. The Historical Perspective section contains early writings about contributions of females to Mathematics, Science, and Technology. A special thanks is extended to Sandy Holzwarth for her assistance with proofreading and with typing the final copy.

The WME Resource Bibliography printed in 1988 was dedicated to Dr. Helen Cheek. The dedication included in that publication is found on the following page. Helen was an inspiration to many, my mentor and friend who guided me through my doctoral studies at Oklahoma State University. The contributions she made to equity issues will continue on in her memory through this publication.

Judith Olson
Associate Professor of Mathematics
Western Illinois University

HELEN NEELY CHEEK

April 13, 1937 - October 18, 1985

This bibliography is dedicated to the memory of Helen Neely Cheek, a president-elect of Women and Mathematics Education. She was a Native American educator who continually met the challenges of life with confidence and courage. Her life is a source of inspiration and demonstrates that one person can truly make a difference.

Equity for women and Native Americans was of special interest to Helen. She was one of the directors of the Equity Conferences sponsored by the National Council of Teachers of Mathematics and edited the handbook based on the work of those conferences.

Helen was a high school dropout who returned to school after the birth of two children. She earned her B.A., M.A., and Ph.D. from Arizona State University. Her teaching experience ranged from elementary school, including several years on the Papago Indian Reservation, through graduate school.

Helen was an inspiration and role model for all who knew her. She was a person first and her professional success flowed from that humanity. Calmness, thoughtfulness, and love emanated from her. Integration of culture, family, community, the world, and mathematics was Helen's approach to teaching and living. Helen encouraged others to reach out and achieve their dreams and goals, providing opportunities to extend their horizons. Helen's spirit, philosophy of life, and her work will live on through those whose lives she touched. Those of us who were privileged to know her will always miss her.

Her epitaph "From high school dropout to college professor -- and through it all a friend" summarizes the essence of Helen's life.

In the beginning . . .

Women and Mathematics Education was founded in April, 1978 at the National Council of Teachers of Mathematics Annual Meeting in San Diego, California. Lou Cohen, program chair of the San Diego meeting, favorably responded to requests for a strand at the meeting on "sex equity" issues in mathematics. (Note: Today we refer to these as gender equity issues.) In all, there were six sessions on the program involving over 20 speakers. The presenters were a Who's Who of researchers, teachers, and activists in the "women and mathematics movement." Attendance at these sessions was overwhelming. Every session, including Elizabeth Fennema's 8:30 am session on Saturday, in building across the plaza from the main convention site, was standing room only.

At the San Diego meeting a group of kindred spirits meet and decided that an organization was needed to inspire, plead, brow-beat, and otherwise inform NCTM members and other educators of the need to address these issues. Joanne Rossi Becker and I were asked to do the organizational work and present a proposal at next years annual meeting in Boston. In 1979 in Boston, WME was an official organization, though one the function from outside of the mainstream.

Informing our work and spurring us on was a series of publication that appeared prior to the 1980, the date at which the references in this resource begin. I share these, for they were essential ingredients in our beginning and a reminder of our past which must never be repeated.

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Judith E. Jacobs
Founding President, WME

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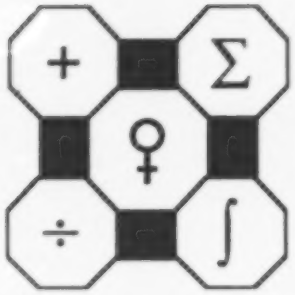

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